



SHREE SYAMJI KRISHNA VARMA B.ED. COLLEGE.

RAJKOT

(Affiliated To Saurashtra University & NCTE)

EC:4 ENGLISH METHOD (SEM-1)

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UNIT: 1

IMPORTANCE OF ENGLISH & BASIC LANGUAGE SKILLS

1.1 IMPORTANCE OF ENGLISH TEACHING & STATE POLICIES

- INTRODUCTION

English is a language which is rich in literature, humanistic, sentimental urges, we should give up English. We would cut our self off from the living stream of ever growing knowledge.

- University grants commission

“No language ancient and modern can be compared with English in the number of its speakers, writes and readers all over the world.”

The importance of English teaching may be summarized in the following points:

- (1) English is the lingual Franca of the world.
- (2) It is the language through which we can share our view with the people of our countries.
- (3) Its study provides the facilities to establish the international contacts between different nations of the world.
- (4) It has given an opportunity to learn English literature which is so vast and so rich.
- (5) It serves as a common language of Indians and thus it brings closer the people residing in different parts of India.
- (6) It is a language of trade and industry in India.



- (7) Almost all our great leaders' scientists, philosophers and authors are the product of English education.
- (8) English is one of the most developed languages of the world.
- (9) We may be able to translate English medical, scientific and technological terms into Hindi and other regional languages.
- (10) It has already united Indians. It can help them further in destroying the boundary of provincialism.

The importance of teaching English is as below:

(1) INTERNATIONAL IMPORTANCE

English claims to be the most prominent language of the world. It is known as international and universal language. It provides international understanding. It expands person's horizon.

(2) EDUCATIONAL IMPORTANCE

It is direct medium of gaining knowledge of modern arts, science, humanities and technology. It connects the Indians pupils with world's greatest instruction of the world.

(3) VOCATIONAL IMPORTANCE

It has a great vocational importance for us, because it provides the chance for many and varied vocations service, business, commerce, medicine, law etc.

(4) CULTURAL IMPORTANCE

English as a university language. It develops one's cultural and intellectual horizon. It connects scientific, technical and commercial relation with other countries. It gives knowledge of foreign nation and cultures. It requires natural understanding and co-operation.

(5) DISCIPLINARY IMPORTANCE

The study of English makes a person capable to compare and contrast between good and bad things of his country with the other nationals. So the person trains analytical and reflective faculties. Thus, he requires a new thought and expression.



(6) RECREATIONAL IMPORTANCE

English is a good source of recreation and useful enjoyment of leisure. Person who knows English can enjoy English stories, dramas etc.

THE PLACE AND POSITION OF ENGLISH IN THE SCHOOL CURRICULUM OF GUJARAT STATE:

It is misfortune of our people that govt. of Gujarat has yet not decided its English language teaching policy clearly and in clear terms. On the contrary it runs on ad-hoc bases without visualizing the benefits and advantages of English language from the students points of view. As a result of this, we see at present that the students of Gujarat cannot progress as it should be and also cannot take advantages in national administrative position in comparison to other states.

The place and position of English language in the school curriculum of Gujarat state can be summarized as under:

- I. It is not being taught as a compulsory subject at primary level but govt. has allowed private primary schools to teach English if they wish.
- II. It is being taught as a compulsory subject at secondary level in std 7 to 10, i.e. for two years and it is a voluntary subject in std.10, i.e. it is compulsory at S.S.C. examination.
- III. At higher secondary level, English is not being taught as a compulsory subject except in science stream.
- IV. It is also not being taught as a compulsory subject at college level but students who pass their S.S.C. examination without English are also allowed to offer English at college level.
- V. It notes that the students without English are admitted in science and commerce faculty but they will have to study English compulsory.



VI. English language teaching policy of Gujarat state has become the main reason for the low education standard and poor performance of Gujarat students at nation and international level.

1.2 TEACHING BASIC LANGUAGE SKILLS: LSRW

1. LISTENING SKILLS:

- Listening means receiving sounds in the word of communication decoding sounds.
- Listening skill is active.
- The teacher should do the activities for developing listening skills.
- There are three stages in receiving process.

INPUT	PROCESS	OUTPUT
From above diagram it is observed that the listener receives the messages.	After receiving the message the brain understand what is conveyed.	The listener respond form or verbal or non-verbal behavior.
DECODING	UNDERSTANDING	RESPONSE

L1-THE CHILD READY FOR RECEIVING MESSAGE

L2-TEACHER HAS TO MAKE THEM RECEIVING SUCH MESSAGE.

- There are four stages through which one can get mastery over the language.

They are...

- I. Phonic: deals with reproducing of sounds.
- II. Morphic: how words are formed or how to make the meaningful unit of sounds having unique meaning.
- III. Synthetic: the form of sentence or structure.
- IV. Semantic: oral notions have specific meaning. The users must be aware of all such notions.

✓ TYPES OF LISTENING



There are two types of listening as...

(1) CAUSAL LISTENING

- It is observed that many times we listen to someone or something without any particular purpose.
- This is the kind of listening often observed while interactive with someone in society.
- This is a very natural mode of listening.
- In the informal communication this kind of listening is observed usually.

(2) FOCUSED LISTENING

- It is a kind of intensive listening.
- The process of communication is either formal or informal.
- In informal conversation, one is to respond but in formal communication while transacting information the listener is to be more attentive and have to concentrate on what the speaker is saying.
- The listening is becoming more focused the listener have to catch the words in its particular meaning.
- So these kind of enhanced capabilities are must for learners to pursue their studies.

✓ IMPORTANCE OF LISTENING

- The learner should familiar with English speech sounds.
- The learners develop understanding the meaning of words, sentence patterns and structure.
- The pupils understand stress, intonation, rhythm and pause patterns.
- To distinguish the sounds of English form mother tongue.

✓ IMPROVEMENT OF LISTENING

- Various interesting techniques of listening such as language games, picnic, dramas and play way-activities.
- The teacher should use stories, poems, dialogues and discussion according to chronological and mental age and interest of learners.



- Mother tongue should be used to give meaning of words and sentences.
- The listening materials of language should be graded and selected. It should be simple, clear, correct and interesting.
- The teacher should change his own pronunciation and the pronunciation of his students.
- The English teacher should use an adequate methods, approaches and techniques of teaching based on psychological and pedagogical principles.
- Programs for listening skill/ listening- understanding- learning process
- Child songs
- Imitative reading(individual chorus)
- Group activities
- Language games
- Ideal reading by teacher
- Simple poems
- Questionnaire techniques
- Discussions
- Debate, drama and one-act-play
- Interesting stories.

2 SPEAKING SKILL

Speaking means to develop the skills of using sounds in order to convert into the meaningful messages. It is productive skill because the user has to form the speech. The child gets this skill subconsciously in L1 but in L2 learners have to learn. The different modes of spoken language need particular skills to be developed.

One is to make use of language as under, while using the language.

- To make statement
- Describing activities
- Narrating



- Conveying messages from one to another.
- Agreeing and disagreeing.
- Persuading
- Accepting and refusing
- Introducing himself and others
- Inviting formally and informally
- Complaining
- Apologizing
- Expressing surprise
- Critising

There are three stages of producing process:

INPUT	PROCESS	OUTPUT
From above diagram, it shows that there is an external or internal inspiration to start speaking or sending message.	In this stage brain start working for enabling message. it carries out information processing.	The brain orders organs to work accordingly. It means it orders to articulators to encode the message.
source	selection	encode

In communication speaker and listener from a loop, response and so on. This is known as a role reversal.

Listener and speaker's roles are reversing at the end or one process, until this continues they talk or converse.

✓ AIMS OF SPEECH TRAINING:

- Cultivation of good manners, including postures and gestures.
- To develop audible a speech full of intelligence.
- Cultivation of the habit of speaking for a long time without fatigue and without hoarseness.



- To develop the clear voice with reasonable degree of fluency.
- ✓ SPEAKING ACTIVITIES
- The teacher should select the short topics keeping in view the age and interest of the pupils and should be within range of their vocabulary and structures. The pupils can be asked to speak on such topic.
- The teacher should use the material aids like picture, models and object and pupils should be asked to speak and describe verbally such aids.
- The teacher should fall to narrate creating public places in terms of its functions and activities. E.g. post office, bank, hospitals and schools.
- The teacher should inspire the students to be scribe their ideas and experiences for the events and happening which they have seen or witnessed.
- The teacher also asked the students to narrate their experience of tours, excursion, picnic and places that they have visited.
- The teacher should arrange elocution competition, discussion, dialogue in classroom in order to provide speaking chance to the pupils.

✓ SUB-SKILLS OF SPEAKING

According to JOHN MUNBY the sub skills of speaking are as under:

- Articulate sounds in isolate forms.
- Articulate sounds in connected speech.
- Articulate stress patterns within words.
- Manipulate variation stress in connected speech.
- Produce intonation patterns and express attitudinal meaning through variations of tone or nuclear shift.
- Express attitudinal meaning through variation in pitch, height, pitch-range and pause.

✓ READING SKILLS

LORD BACON says as, "reading make a full man".



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While in the words of DR.ABHA RANI BIST, "reading is source of self education. It gives learner a full control over language."

DR.WEST QUOTES AS, "reading is the process of sight-sound-scene."

The concept of reading skill includes following aspects:

- To read a paragraph or a passage with proper pronunciation, passage with proper pronunciation, stress, intonation, pitch and normal speed.
- To read a passage or lesson with proper punctuation marks, gestures and modulation of voice.
- Pupil with understand the lexical and structural meaning of the words and sentences of the passage, of lesson.
- The students will comprehend the meaning of difficult words from the context.
- Pupils will guess that author's opinion statement of facts and general idea.
- Pupil will make a summary of the important point of the passage.

✓ TYPES OF READING

There are six type of reading as suggested below:

- I. Loud reading
- II. Silent reading
- III. Intensive reading
- IV. Extensive reading
- V. Supplementary reading
- VI. Library reading

✓ SUB SKILLS OF READING

The sub skills of reading are as under: according to john munby.

- Identification of words and phrases.
- To cultivate desirable silent reading habits.



- To get reasonable speed in reading.
- To grasp the sentence from contexts and meaning of words.
- To command and grasp the central idea of passages.
- To read aloud with proper intonation and correct pronunciation.
- To read with comprehension.

✓ WRITING SKILL

According to s.s.m.gandar, "writing has the instrumental value."

Bacon says, "Reading make a full man, conference a ready man and writing an exact man".

The language is well presented in its written form from ages. The human is mortal whereas language keeps him immortal. The fundamental skills of learning a language are listening. Speaking, reading and writing. Writing should be taught after the recognition of letters and words. Writing is of great importance.

✓ IMPORTANCE OF WRITING SKILL

- It is beneficial in acquiring the knowledge of a language.
- It has an important role in the examination.
- It is very important in working process of administration and management.
- It is useful for class room practice and home assignment.
- It is beneficial for writing the books and articles.
- It avoids the burden and load of the learners.
- It is useful for maintaining the records.
- It inspiration to write a language grammatically correct.
- It encourages for the development of literature.
- It is useful in English teaching.

✓ SUB-SKILLS OF WRITING

- Visual perception-spelling, pronunciation and spacing.



- Syntax – word order, sentence structure.
- Organization - selection topic, sub topic, etc and organizing ideas into paragraphs.
- Grammar – use of articles, various forms of tenses and their agreement.
- Content or subject matter-originality, relevance and clarity.
- Purpose justification and reasons for writing.

✓ QUALITIES OF IDEAL WRITING

- Simplicity
- Logicality
- Organization

✓ SUB SKILL OF WRITING

According to John Maury, the sub skills of writing are as under:

- To get mastery of mechanics of writing.
- To use the capital letters and punctuations.
- To spell the words correctly.
- To write clearly and legibly with reasonable speed.
- To use suitable words and sentence patterns.

1.3 SKILLS OF ENGLISH TEACHER

A good teacher is one who is totally dedicated to his students. What the pupils are and what they would be it can be known from the intelligence, scholarship and profession constancy of the teacher.

1. PARENT SURROGATE

A teacher is expected to act as a parent of the students and treat them with affection and care.

2. EGO-SUPPORTER



He is expected to build up and maintain a healthy and strong 'ego' and 'self' concept among children.

3. HELPER

The teacher is expected to be a helper to students by way of providing them academic and personal guidance.

4. RESOURCE PERSON

He is expected to play the role of a resource person who possesses knowledge of the subject matter and skills better than pupils.

5. FACILITATOR OF LEARNING

He is expected to promote significant learning among his students.

6. DETECTIVE

He acts as a detective in detecting offences and rule breakers.

7. LIMITED OR REDUCER OF ANXIETY

He is expected to control their impulses and reduce anxiety about conduct and performance in different problematic situations.

8. REFEREE

He is expected to settle disputes among students in an objective and fair manner.

9. GROUP LEADER

He is expected to act as leader in developing suitable climate and cohesion in the class as a social group.

10. INSPIRER AND EXAMPLER

He is expected to behave in a manner whereby the traits exemplified by him may be emulated by the student.

11. JUDGE

He is expected to evaluate the academic and other performance of the students in an impartial manner.

12. CONFIDANT

He is expected to win and share the confidence of the students.

13. FRIEND AND PHILOSOPHER



He is expected to play the role of a friend, philosopher and guide to the students.

14. UPHOLDER OF THE NORMS AND VALUES

He is expected to uphold the norms and values of the society.

15. MORTAL EDUCATION

He is expected to have attitudes and moral values cherished by the society among the students.

16. DEMOCRAT

He is expected to play the role of a democrat.

17. RATIONALIST

He is expected to play the role of a rationalist by basing his action on reason.

18. SECULARIST

He is expected to play the role of a secularist by having an open mind on the beliefs of all religious.

19. INITIATOR

He is expected to play the role of an initiator by exploiting the new technology to the best advantage of the students and the purpose of education. He should play the roles of planned organizer of curricula, innovator of educational ideas, practices and systems, writer of radio and T.V. lessons and programs and user of video tapes etc.

UNIT – 2

AIMS, OBJECTIVES, MICROTEACHING AND BRIDGE LESSON

2.1 AIMS OF TEACHING ENGLISH

- INRTODUCTION



The aims can be defined as a general expression of intent and objective which is characterized by great precision and specificity aims are long time intent while objectives are short term goals for our convenience, we many divide the aims of teaching English into two categories:

1. General aims
2. Specific aims

✓ GENERAL AIMS

The study of language can be divided into four different aspects.....

semantic aspect

phonetic aspect

graphic aspect

phonetic-cum-graphic aspect

Here is more detail about different aspects for teaching English

(1) SEMANTIC ASPECT:



It deals with understanding of meaning of words and their relationship with other words used in a sentence. It deals with comprehension. The word meaning is base of the language-learning.

(2) PHONETIC ASPECT:

It is connected with speech, sound, spelling, pronunciation etc. the words learnt must be spoken in social life.

(3) GRAPHIC ASPECT:

It is concerned with the graphic representation of the language. It's script and therefore deals with writing of a language.

(4) PHONETIC – CUM – GRAPHIC ASPECT:

It deals with reading aspect. There are two more aspects may be added as:

- THE LITERARY ASPECT: it is concerned with ornamentation of language
- THE LINGUISTIC ASPECT: it deals with the working knowledge of the language.

As per to all above aspects of language, it works in co-ordination with each other. According to these aspects, there are four general aims as:

✓ TO ENABLE PUPILS TO HEAR AND UNDERSTAND SPOKEN ENGLISH:

This is called listening. At this stage, a teacher should be absolutely sure of his own phonetics etc rather than speak loose in the class. Remember, you are the model whom the pupils are going imbibe. Therefore put your best foot forward and leave a correct impression on the tender minds of the pupils.

✓ TO HELP THE STUDENTS TO ACQUIRE PROFICIENCY IN SPEAKING ENGLISH:

This is the speech aspect and relate to application which is a higher cognitive, a student will apply, use in spoken from what all he has heard, in whatever form he has heard, it is going to be a replica of what he has listened. Speech is based on listening.

✓ TO ENABLE THEM TO UNDERSTAND:

What they read in English, this is the comprehension level.



✓ TO ENABLE THEM TO WRITE CORRECTLY:

This is the process of the culmination of linguistic skills.

✓ SPECIFIC AIMS

The teacher should have general aims of English teaching. But the teacher should have definite, clear cut aims for each lesson in his mind. In the other word, these are 'objectives' of teaching the contents of a lesson. Hence, they are known as short-term aims. They should be clear, precise, pointed and expressive in terms of achievements. These are very specific aims according to his "teaching points". It is compulsory for the teacher to specify these objectives of teaching. It is very useful for particular lesson.

Specific aims give definiteness and makes teaching purposive. It simplifies and focuses on the preparation and implied that a teacher and his class should concentrate on the topic to be learnt. A singular and definite aim makes to teacher and the pupil to concentrate on one aspect of the whole subject. This clear cut definiteness of aim gives focus which enables the teacher to see exactly what these learners have to do in the lesson and it helps the learners to realize exactly how they have to be master.

With a clear cut specific aim in mind, both teacher and the learners stand on a firm road along with them can walk hand-in-hand with confidence. A specific aim puts strong foundation of a teacher's success. So the teacher must be very clear, sure and very precise in selecting it. It must be one and one more than it. The teacher should declare his specific aim to his learners. So that they may know in advance what they are going to learn in that period. They will fix their minds on that "specific" aim and their energies will not be scattered.

It illustrates that in a reading lesson, the teacher must ensure whether his specific aim is reading lesson. The teacher must



ensure specific aim is reading aloud or silent reading. He aims at discussion in a conversation lesson or the discussion is to lead to composition.

There can be various objectives in mind in a reading lesson. Such as improving the oral expression. Gaining reading fluency or the pronunciation of pupils, these specific aims help the teacher to get the material for his lesson. We can say that the specific objective is the motor that sets the teaching learning process into motion for improvement of the learners.

According to THOMPSON and WYATT, "it is necessary that the Indian pupil should not only understand English when it is spoken or written, but also he should himself be able to speak and write it".

White in the words of palmer, "to aim at literature is to miss the way to language. To aim at language is to pave the way for literature."

2.2 OBJECTIVES OF TEACHING ENGLISH:

The objectives are basic pillars for providing good and effective teaching by the teachers. They are the goals of teaching.

According to DR. B.S.BLOOM,

"Education objectives are the desire goal or outcome at which instruction is aimed."

Some prominent objectives of teaching English are as under.....

TYPES OF OBJECTIVES:

There are two types of objective of English teaching. There are:

(1) Language development

(2) Literary development

- KNOWLEDGE:

Knowledge is first objective which includes knowledge of language, content, speech, sound, words and structure of language.



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- **APPLICATION:**
Application of knowledge in a new situation and field is the sound objective of teaching English.
- **DEVELOPMENT OF SKILLS:**
Four linguistics skills have to be developed.
- **INTERESTS AND ATTITUDE:**
To develop interests and attitude by creating good atmosphere.
- **LITERARY EXPRESSION:**
The teacher should create literary expression in the students.
One of the most prominent objectives of teaching English is to make pupils realize the beauty of literary expression.

SOME FEATURE OF GOOD OBJECTIVES:

- 1) The objective should be selected keeping in mind the general aim of development among the students.
- 2) The objective should be helpful to gain the aims of teaching.
- 3) There should be one objective in each statement taught at a time.
- 4) They should be helpful in modifying student's behavior.

In ordinary circumstances, the objective should be clear and well defined.

AIMS AND OBJECTIVES OF TEACHING ENGLISH AT JUNIOR LEVEL:

The aims of teaching English have been defined as proficiency in listening, speaking and reading, writing. These objectives are very clear to a great extent in various school levels.

Let us examine the objectives of teaching English at various school levels.

AIMS AND OBJECTIVES OF TEACHING ENGLISH AT JUNIOR LEVEL:

A pupil a who has been learning English at junior level should be capable at the end of term, to have proficiency oh the following aspects:



1. He should be capable to make easy and simple sentence in English. He should be able to express his feeling through speech and writing.
2. He should be capable to speak the language with reasonably correct pronunciation and he has command over phonemes of language. He should also be able to speak English with fully attention to stress and intonation.
3. With the use of proper marks of pronunciation and spelling. He should be able to use legible and coherent language to get proficiency in English.
4. He should be able to respond conversational questions and should be capable to ask simple question himself.
5. He should be able to read material as may be suitable to his level.
6. He has to be master in vocabulary at his learning level.
7. He should be capable to use English language for the requirement of his circle and social interaction.
8. He should be capable to understand English as expected from him if he is in the class or society with fluency.
9. He should be able to acquire capabilities as regards conversation English rather than mugging up only on the text matter.

AIMS AND OBJECTIVES OF TEACHING ENGLISH AT SENIOR LEVEL:

At the end of secondary stage, the learners should be capable to exercise command over English. He should be able to use English with reasonable fluency and correctness including the form of speech with proper intonation and pronunciation. The following points are suggested for objectives of teaching English at senior level:

1. He should be capable to speak and think originally English rather than translate his ideas from his native language.
2. He should be capable to understand the speech given to him.
3. He should be capable to write and compose his ideas and other demands both in speech and writing.



4. The pupil should be able to involve himself to self-reading and able to understand what he is reading.
5. He should be in aster in using dictionary, vocabularies and encyclopedias.
6. He should also be capable to appreciate simple poems and he should be able to recognize the rhyme, scheme, modulation and rhythm.
7. One of the most important features is that he should be capable to translate his mother tongue or Hindi into English and vice-versa.

AIMS AND OBJECTIVE OF TEACHING ENGLISH AT SECONDARY LEVEL:

The aims of teaching English at secondary level can be understood under the following point:

1. The learner should be familiar with literary persons. The work experience has guided them to produce in a particular shade of thinking.
2. He should be capable to enjoy himself with imagination of author.
3. He should be capable to develop his own standard and habits in English.
4. He should develop his own critical point of view and spirit of enquiry in English.
5. He should be able to understand the appreciation of any literary work.
6. He should enjoy wider thoughts and the emotional pleasure in English.

AIMS AND OBJECTIVES OF TEACHING ENGLISH AT UNIVERSITY LEVEL:

The commission has suggested that in a week, eight periods should be allotted to English. Of these, four should be devoted text and four in cultivation of language skills. There may be four texts; one should be for intensive study which adds to their active vocabulary. The second may contain passages on physical or social science. The third may be meant for non-detailed study. The fourth may be collection of lyrics, short and easier poems. The language skill should be achieved as under:



1. THE MECHANICS OF EXPRESSION: consisting of sentence patterns, spelling and punctuation.
2. VOCABULARY: word groups, synonyms and antonyms.
3. COMPREHENSION: unseen passage in prose or verse. Question may be based on these passages and pupils may be expected to write a précis of given passage.
4. COMPOSITION: it shows "effective expression". it means that pupils are to learn appropriate sentence pattern and words as the topic demands and also they can use and appreciate proper idioms, figures, in their tutorial periods such exercises should be given to them from their text book, essay or letter or a dialogue or story may be developed from a given out line.
5. SPOKEN ENGLISH: training of spoken English to students is very important. Day-to-day affairs and expatriation may form the topic of their conversation. They should aware of importance of word stress.

✓ THE GENERAL OBJECTIVES WITH THEIR SPECIFIC OBJECTIVES:

• GENERAL OBJECTIVES:

1. The student comprehends simple spoken English:

• SPECIFIC OBJECTIVES:

- i. The students recognize the sounds of English words and their sound units.
- ii. The students follow the intonation and pronunciation.
- iii. The students differentiate sounds or recognize contrast of sound of English words and the sounds of words of the mother tongue.
- iv. The students follow the meaning of structures.
- v. The student follows the meaning of words and phrases in their context.
- vi. The students guess the meaning of words in relation to their context.
- vii. The student follows the typical usage of spoken form.
- viii. The student grasps the ideas expressed at a reasonable speed.
- ix. The student grasps the speaker's point of view.



- GENERAL OBJECTIVES:

2. The student comprehends simple written English:

- SPECIFIC OBJECTIVES:

- I. The student recognizes words.
- II. The student follows the meaning of structures.
- III. The student follows the meaning of words and phrases in their context.
- IV. The student guesses the meaning of words and phrases in their context.
- V. The student recognizes different shades and meaning of words.
- VI. The student keeps in view the punctuation marks while reading.
- VII. The students read with proper speed.
- VIII. The student grasps the ideas expressed.
- IX. The student locates key-words and phrases.
- X. The students locate key-sentences
- XI. The student gives suitable title.
- XII. The student gives the central idea.
- XIII. The student locates the sequence of events, ideas and facts.
- XIV. The student establishes relationship.
- XV. The student sifts relevant ideas from irrelevant ones.
- XVI. The student draws inferences and interprets ideas.

- GENERAL OBJECTIVE:

3. The student expresses him/herself in simple and correct spoken English:

- SPECIFIC OBJECTIVES:

- I. The student reproduces the sounds correctly.
- II. The student uses proper stress and intonation patterns.
- III. The student speaks correctly with ease.
- IV. The student makes a choice of a proper word and word groups in conversation and speech.



- V. The student makes use of correct English usage.
- VI. The student uses appropriate forms of spoken language.
- VII. The student carries on conversation in simple sentences about familiar experiences.
- VIII. The student speaks with reasonable speed.
- IX. The student speaks with appropriate pauses.
- X. The student puts the idea in a proper sequence.
- XI. Maintain relevancy.
- XII. Brings variety in expressions.

- GENERAL OBJECTIVE:

4. The student express him/herself in simple and correct written English:

- SPECIFIC OBJECTIVES:

- I. The student writes in legible and neat handwriting.
- II. The student writes with proper spacing.
- III. The student uses appropriate word and groups of words.
- IV. The students spell the words correctly.
- V. The student uses English usages correctly.
- VI. The students use appropriate word and groups of words.
- VII. The students write sentences maintaining proper word order.
- VIII. The student punctuates sentences correctly.
- IX. The students narrate their experience in simple language.
- X. The student writes with proper speed.
- XI. The student presents thought logically.
- XII. The student expresses ideas clearly and coherently in written form.
- XIII. The student presents ideas correctly in proper sequence.

- GENERAL OBJECTIVE:

5. The student appreciates simple English poetry:

- SPECIFIC OBJECTIVES:



- I. The student reads a poem with proper pronunciation and stress.
- II. The student reads a poem with proper intonation and rhythm.
- III. The student read and recites a poem with proper gestures.
- IV. The student understands the content of the poem.
- V. The student grasps the theme of the poem.
- VI. The student appreciates the poem.
- VII. The student enjoys the beauty of imagination of the poem.
- VIII. The student locates words with specific meaning in the poem.
- IX. The student memorizes the poem.
- X. The student quotes parallel lines.
- XI. The students enjoy the beauty of poetic language.
- XII. The student draws inferences about the poet.

- GENERAL OBJECTIVE:

6. The student develops interest in English:

- SPECIFIC OBJECTIVE:

- I. The student reads books in English other than the prescribed ones.
- II. The student reads newspaper and magazine in English.
- III. The student listens to the radio, T.V., broadcast.
- IV. The student views the program telecast in English.
- V. The student joins reading clubs.
- VI. The student takes part in debate and dramatics.
- VII. The student recites poems.

Micro-teaching:

Micro teaching is teacher training technique for learning teaching skills. it employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. This Stanford



technique involved the step of “plan, teach, observe, re-plan and re-observe” and has evolved as the core component in 91% of on campus teaching development programs, with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content and time frame etc. Most of the pre-service teacher education programs widely use micro-teaching and it is a proven method to attain gross improvement in the instructional experiences. Effective student teaching should be the prime quality of equipping teachers to be effective, skills and practices of micro-teaching have been implemented.

micro-teaching is a training technique which requires student teacher to teach a single concept using specified teaching skills to a small number of pupils in a short duration of time, the most important point in micro-teaching is that teaching is precised in terms of definable, observable, measurable and controllable teaching skills.

Objectives of micro-teaching:

- To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
- To enable teacher trainees to master a number of teaching skills.
- To enable teacher trainees to gain confidence in teaching.

Characteristic of micro-teaching:



- Micro-teaching is a highly individualized training device.
- Micro-teaching is an experiment in the field of teacher education which has been incorporated in the practice teaching schedule.
- It is student teaching skill training technique and not a teaching technique or method.
- Micro-teaching is micro in the sense that it scales down the complexities of real teaching.
- Practicing one skill at a time.
- Reducing the class size to 5 – 10 pupils.
- Reducing the duration of lesson to 5 – 10 minutes.
- Limiting the content to a single concept.
- Immediate feedback helps in improving, fixing and motivating learning.
- The students are provided immediate feedback in terms of peer group feedback, tape-recorded/cctv.
- Micro-teaching advocates the choice and practices of one of skills at a time.

Steps of micro-teaching:

The micro-teaching program involves the following steps:

- Step 1: particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.
- Step 2: the teacher trainer gives the demonstration of the skill in micro-teaching in simulated conditions to the teacher trainees.

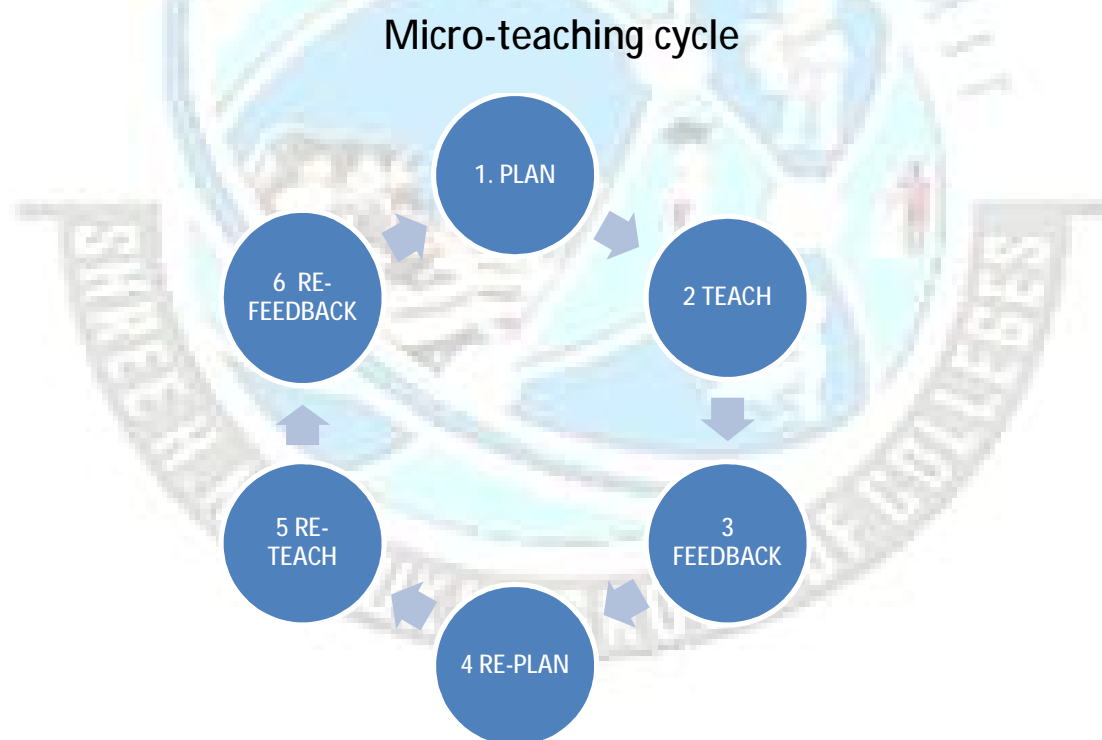


- Step 3: the teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.
- Step 4: the teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.
- Step 5: on the basis of the observation of a lesson, the teacher trainee. The supervisor reinforces the instances of effective use of the teacher trainee to the points where he could not do well.
- Step 6: in the light of the feed-back given by the supervisor, the teacher trainee re-plan the lesson plan in order to use the skill in more effective manner in the second trial.
- Step 7: the revised lesson is taught to another comparable group of pupils.
- Step 8: the supervisor observes the re-teach lesson and gives re-feedback to the teacher trainee with convincing arguments and reasons.
- Step 9: the 'teach-re-teach' cycle may be repeated several times till adequate mastery level is achieved.



Micro-teaching cycle:

The six steps generally involved in micro-teaching cycle are plan, teach, feedback, re-plan, re-teach, re-feedback. There can be variations as per requirement of the objective of practice session. These steps are diagrammatically represented in the following figure.



Diagrammatic representation of
A micro-teaching cycle

(1)PLAN:



This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

(2) TEACH:

this involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behavior as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

(3) FEEDBACK:

This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

(4) RE-PLAN:

the teacher trainee re-plan his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.



(5) RE-TEACH:

This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

(6) RE-FEEDBACK

This is the most important component of micro-teaching for behavior modification of teacher trainee in the desired direction in each and every skill practice.

Time duration for the micro-teaching is:

- teach: 6 minutes,
- feedback: 6 minutes,
- re-plan: 12 minutes,
- re-teach: 6 minutes,
- Re-feedback: 6 minutes.

Merits of micro-teaching:

- It helps to develop and master important teaching skills.
- It helps to accomplish specific teacher competencies.
- It caters the need of individual differences in the teacher training.
- It is more effective in modifying teacher behavior.
- It is an individualized training technique.
- It employs real teaching situation for developing skills.
- It reduces the complexity of teaching process as it is a scaled



down teaching.

- It helps to get deeper knowledge regarding the art of teaching.

Limitations of micro-teaching

- It is skill oriented, content not emphasized.
- A large number of trainees cannot be given the opportunity for re-teaching and re-planning.
- It is very time consuming technique.
- It requires special classroom setting.
- It covers only a few specific skills.
- It divides from normal classroom teaching.
- It may raise administrative problem while arranging micro lessons.

TEACHING SKILLS:

- **INTRODUCTION:**

Teaching is not a single skill but a composite one. Various skills are required by the teacher to make his teaching effective. Teaching is a complex process because it deals with human behavior which is in itself very dynamic in nature. The teaching process becomes complex when a teacher desires to be an effective and the whole process of teaching and learning result oriented. To achieve this teacher needs to inculcate abilities. The complex process of teaching can be divided in to various components that are simple, and defined. These components are called teaching skills which can be identified, practiced, evaluated, controlled and acquired through training.



- **DEFINITION:**

Teaching skill is a group of teaching actor behaviors intended to facilitate pupil's learning directly or indirectly.

- **Characteristics of teaching skills:**

1. **IDENTIFIABLE:** teaching skills can be identified by analyzing teaching behavior. Allen & Ryan (1969) identified 14 skills of teaching.

2. **OBSERVABLE:** teaching skills can be observed and this is the reason they have been identified.

3. **TRAINABLE:** we can train pupil teachers in using these skills which can be developed through instruction and training.

4. **MEASURABLE:** teaching skills can be measured by simple observation, by making observation schedule and training.

Perception, cognition and action are three basic components of teaching skills.

Attempts have been made to list teaching skills. Allen and Ryan listed the following teaching skills at Stanford University in the USA.

- Stimulus variation
- Set induction
- Closure
- Teacher silence and non-verbal causes
- Reinforcing pupil participation
- Fluency in questioning
- Probing questioning



- Use of higher questions
- Divergent questions
- Recognizing and attending behavior
- Illustrating and use of examples
- Lecturing
- Planned repetition
- Completeness of communication

B.K.Passi has given the following list of teaching skills in his book "Becoming better teacher; micro-teaching approach":

- writing instructional objectives
- introducing a lesson
- fluency in questioning
- probing questioning
- explaining
- illustrating with examples
- stimulus variation
- silence and non-verbal cues
- reinforcement
- increasing pupil participation
- using black-board
- achieving closure
- recognizing attending behavior

NCERT (national council of educational research and training) in its publication core teaching skills (1982) has laid stress on the following teaching skills:

- writing instructional objectives
- organizing the content



- creating set for introducing the lesson
- introducing a lesson
- structuring classroom questions
- question delivery and its distribution
- response management
- explaining
- illustrating with examples
- using teaching aids
- stimulus variation
- pacing of the lesson
- promoting pupils participation
- use of black-board
- achieving closure of the lesson
- giving assignments
- evaluating the pupil's progress
- diagnosing pupil learning difficulties and taking remedial measures
- management of the class

CORE TEACHING SKILLS:

It is not possible to train all the pupil teachers in all these skills in any training program because of the constraints of time and funds.

Therefore a set of teaching skills which cuts across the subject areas has been identified. They have been found very useful for every teacher.

The set of these skills are known as core teaching skills.

Core teaching skills are:



- skill of probing questions
- skill of explaining
- skill of illustrating with examples
- skill of stimulus variation
- skill of reinforcement
- skill of questioning
- skill of using blackboard
- skill of introduction a lesson

(1) Skill of introducing a lesson:

Introducing skill is the skill required to begin the teaching learning process on a good note. The objectives of skill are to:

- get students attention & their readiness for learning
- arouse student's motivation
- clearly indicate the learning experiences to be provided
- suggest ways & means of the approaching activity to be done
- Review previous experiences / knowledge & makes its link to the present content / task.

Components of introduction skill

Skill components	How to use them?
Gaining attention	By using voice, gesture & eye contact. Use of audio-visual aids.



	Changing a pattern of teacher-pupil Interaction.
Use of previous knowledge	Previous knowledge refers to the learner's level of achievements before instruction begins. Use of previous knowledge is a must, because it helps to establish integration between the pre-existing knowledge of the learner and the knowledge that the teacher wants to impart him.
Use of appropriate device	In order to motivate the learner, the teacher should make use of appropriate devices or techniques while introducing a lesson. For example- dramatization, models, audio-visual aids etc.

(2) Skill of using black-board:

Black-board is one of the most important tools in classroom teaching. Effective use of black-board increasing the effectiveness of teaching. The black-board serves the following purpose:

- Effective visual aid.
- Provides clarity in understanding concepts.
- Draws attention of students at relevant points.



- Present holistic picture of the content.

Components of black-board use skill

Skill components	How to use them?
Legibility of hand writing	<ul style="list-style-type: none">• Distinct difference between letters• adequate space between letters• adequate space between words• slant of the letter nearly vertical• all letters of the same size• size of the letters large enough to be read• thickness of the line uniform
neatness	<ul style="list-style-type: none">• Adequate spacing between lines• lines parallel to the base of the black-board• no over writing• focusing the relevant matter
appropriateness	<ul style="list-style-type: none">• Continuity in the points• simplicity• proper use of colour chalk• appropriate presentation of illustrations and diagrams• underlining only the important



	points
Organization of black-board work	<ul style="list-style-type: none">• Systematic planning of space• spacing to exhibit the sequence of the items being presented• adjustment of space for presenting related items in totality

(3) Skill of questioning:

Questioning are the most important tool of thinking, learning & teaching. Questions are used at every stage of teaching, i.e., pre-active, interactive & post-active stages.

OBJECTIVES OF QUESTIONING:

- Finding out previous knowledge
- Revising the topic
- Stimulating thought process
- Encouraging discussion
- Getting students, participation

QUESTIONING APPROACHES:

(1) Targeting questions: A list of questions is put to a particular student or a group of students. After which it is rotated in the class from one student to another.



- (2) **Delivery:** In this type of approach, all participants have to consider the questions. Students are given time to think about the answers after teacher calls individual students & asks them to give answers.
- (3) **Acknowledging the answers:** Sometimes teacher put questions to acknowledge the answer put questions to acknowledge the answer of the previous question & to reinforce their positive response.

LEVEL OR ORDER OF QUESTION:

Depending on the complexity of questions, there are three levels of questions; lower order, middle order & higher questions. The teacher uses any of these levels of questions depending on student aptitude, nature of content, purpose of questioning & levels of teaching.

TYPES OF QUESTIONS:

- 1) **Open questions-**those questions for which there is not a single definite answer.
- 2) **Closed question-**these are the questions which have only correct answer.
- 3) **Rhetorical/ dramatic question –** these are the questions for which there are no easy answers. These are higher order thinking questions.

Components of questioning skill

Skill components	How to use them?
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Structure	<ul style="list-style-type: none">• Grammatical correctness and lucidity• Conciseness• Relevance• Specificity
process	<ul style="list-style-type: none">• Speed• Voice• Pause• style

(4) SKILL OF ILLUSTRATION WITH EXAMPLES:

When a teacher finds difficulty in making students understand an abstract idea, concept or principle despite the best explanation, he or she then resorts to the use of illustration. The teacher uses his experience to illustrate the concept with the help of examples. The clearer the examples are, the more learning will be taking place.

Components

Skill components	How to use them?
Formulating simple examples	A simple example is one which is related to the previous knowledge of pupils. It should be according to the age level, grade level and the background



	of pupils.
Formulating relevant examples	An example is relevant to the concept, when the concept or the rule can be applied to or it. This means to say that the rule is explained by the example.
Formulating Interesting examples	An example is interesting if it can arouse curiosity and interest of pupils. This can be rule is explained by the example.
Use of appropriate media for examples	Appropriateness of media refers to its suitability to age level, grade level, and maturity and to the unit taught. The decision about the nature of media, whether verbal or non-verbal depends on the nature of concept.
Use of inductive and deductive approach for example	This involves the teacher giving examples relating to the concept or rule to clarify it. The pupils on the basis of the examples given formulate the rule. After this the teacher asks the pupils to give examples to test whether the pupils have rightly understood the concept or not.



2.4 BRIDGE LESSON PLANNING:

Bridge lesson are also known as link practice or integration of teaching skills. When mastery has been attained in various skills, the teacher trainee is allowed to teach the skills together. This separate training program to integrate various isolated skills is also known as “link practice”.

- It helps the trainee to transfer effectively all the skills learnt in the micro-teaching sessions.
- It helps to bridge the gap between training in isolated teaching skills and the real teaching situation faced by a student teacher.
- Desirable number of pupils : 15-20
- Preferable duration : 20 minute
- Desirable number of skills : 3-4 skills

Bridge lesson or link practice or integration skills can be done in two ways:

(1)INTEGRATION IN PARTS: 3 or 4 teaching skills are integrated and transferred all the skills to one lesson.

(2)INTEGRATION AS A WHOLE: Student teacher integrates all the individual teaching skill by taking them as a whole and transferred them into a real teaching situation.

BENEFITS OF BRIDGE LESSON PLAN:

- It is 15 to 20 minutes lesson plan.



- It works like bridge between stray lesson and micro lesson.
- Each skill has been fully developed in this lesson.
- The teacher can use the different teaching aids.
- By this lesson the teacher gets confidence in teaching.

UNIT: 3

• GRAMMAR TRANSLATION METHOD

MEANING OF GRAMMAR TRANSLATION METHOD:

- it is known as the classical method.
- It is found in practice since the days of the arrival of British.
- It is older method of teaching of English in India and it is widely practice in India.
- It is generally, common in the countries where a language is taught as second languages.
- This method has found acceptance in the teaching Sanskrit, English and other language.
- It has not psychological base but philosophical base,
- the soul of language is grammar with the help of translation a foreign language can be easily learnt.
- In this method the basic part of language like word, phrase, idioms and sentences are taught with the help of translation from mother tongue to the target language.



DEFINITION:

According to CHAMPION, "Under the translation grammar method, the meaning of English words, phrases and sentences is taught by means word-for-word translation into the mother tongue.

In the words of THOMSON and WYATT, "the linguistic material presented for study is graded on a grammatical plan."

PRINSIPLES OF GRAMMAR TRANSLATION METHOD:

- The translation method defines the words and phrases of the foreign language in the best possible manner.
- The foreign phraseology is best absorbed in the process of interpretation.
- The structures of foreign language are best learnt and taught when compared and contrasted with those the mother tongue.

RELEVANT FEATURES OF GRAMMAR TRANSLATION METHOD:

- i. The unit of teaching is word not sentence.
- ii. It guided that the grammar of mother tongue plays an effective role in mastering the grammar of English on a comparative basic.
- iii. The structure of English language can be properly understood in easy and convenient manner.
- iv. The domination of mother tongue should be required for translation on word-for-word in translation grammar method.
- v. The teaching of English is carried out with explanation of



grammatical rules.

vi. It puts emphasis on grammar as the soul of language.

ADVANTAGES OF GRAMMAR TRANSLATION METHOD:

- It saves time, very effective and economical.
- This method saves teacher's energy. It more convenient and easy for the teacher to make their pupils understood the English language through this method.
- It is based on the formula of "from known to unknown."
- It is convenient to teachers because material aid not required.
- Comprehension of students can be tested by this method.
- This method is beneficial for students to establish the strong link between foreign phraseology and mother tongue.
- It explains grammatical rules therefore it gives correct knowledge of English.
- The develops art of translation.
- It shows the clarity in understanding meaning of words.
- The teaching of English is carried out with explanation of grammatical rules.
- It considered grammar as a soul of language.
- This method provides for clearness by avoiding vagueness.

DISADVANTAGES OF GRAMMAR TRANSLATION METHOD:

- The method does not put emphasis on the basic language skills like LSRW.
- The English language has some structures which are not being translated into mother tongue. e.g. Articles, idioms.
- The method is totally wrong from psychological way. It gives only



stress to the use of 'eye' and ignores the use of 'ears'.

- This method lays emphasis on reading alone and speech is ignored. So students are not provided practice in oral work.
- Translation method attempts to teach English through rules and not by use.
- It stops the power of thinking.
- Too much emphasis is given to grammar.
- The pattern of structure of two different languages could not be similar. So the technique of teaching through translation delays the process of learning the structures of a foreign language.
- The method is artificial because it does not provide help the learners to learn the foreign language as they learn their mother tongue.
- It develops the translation habits among the students. They first think in their mother tongue and then translate their ideas into foreign language.
- This method is unable to teach pronunciation, intonation and articulation.
- Literal translation ruins the sense of beauty of sentence. It also fails to arrest soul of the word and mind of author.
- It provides rare chance to children to take part in discussion of the unit.

3.2 DIRECT METHOD

- it is called as natural method.
- It is evolved as a corollary to the translation.
- Perhaps this method origine at France at 1901.
- its important principles were pronounced in Germany about the



same era.

- It puts emphasis on the “fluency in reading and writing follow fluency in speech”.
- In the word of KITTSON,
“Learning to speak the language is always by far the shortest road to learning and writing”.
- In the word of FELIX FRANKS ,
“The moment a concept and foreign word are intimately brought in to contact without the intervention of the native word, we have true direct method.

Principles of direct method:

- direct method develops the understanding of written and spoken English. The learner develops the ability to understand spoken English without translating it in to mother tongue. a direct bond is constructed between the word a linguistic symbolized by it.
- Direct method aim to developed fluency in speech. The learner is expected to acquire an active command over the language by developing correct speech habits and write type of Pronunciation and in to nation.
- Oral activities are prime intensions of this method. This method is full of activates on both side teacher as well as students.

Characteristics of direct method:

- Direct bond between words and ideas and between thoughts and expression.



- It puts emphasis on oral language.
- It recognizes that the roots of direct association lie in the spoken aspect of language.
- It precedes from simple living situation to complex ones in direct relationship with that selected phraseology help in its understanding.
- The use of mother tongue in teaching English by the direct method should be reduced to minimum.
- It begets fluency in speech and writing.

MACNEE believes that,

“The direct method is quickest method of learning and expend Vocabulary. According to him, you can lay a sound Foundation of 500 common words”.

Advantages of direct method:

- This method is based on psychology.
- It follows the maxim in practice

“From simple to complex, from easy to difficulty”.

- The students develop the ability to speak fluently, write fairly and do communication in English without hesitation.
- It requires alertness and activity on the part of both the tutor and the taught.
- It puts stress on the development of speech ability.
- This method helps the learners to express their thoughts and feelings directly without interfering of mother tongue.
- This method develops fluency of speech and expression power.



- The teaching is started with the teaching of sentences and not individual words.
- There is obstruction of mother tongue to secure a direct bond between expressions.
- Students can use words lying in mind and expression of Thoughts.
- The meaning of words is taught with true help of gesture, posture, action etc.
- The teaching learning activity is carried out in English environment.
- Grammar is taught indirectly and inductively.

Disadvantages of direct method:

1. Direct method is not complete method as it puts stress on speech training.
2. In direct method, it puts stress on fluency on English and speech while the other aspects like reading and writing are totally ignored.
3. The method is not totally suited for all students.
4. It only suits the students who are linguistically minded.
5. Much time is consumed in create real life situations.
6. This method needs more audio-video aids which are very expensive.
7. Only a limited number of words can be directly associated with their meanings or objects as they represent.
8. Our Indian classrooms are over crowded. So even proper sitting arrangement is not available for the learners .this method is inconvenient and impractical.
9. This method can be useful tool in the hand of an efficient and



resourcefully teacher.

10. The overcrowding in Indian schools makes this tuning impossible.

- **THE STRUCTURAL APPROACH:**

The different arrangement of words is called structures. They may be complete utterances or they may form a part of a large pattern.

E.g. He is a thief. SVO arrangement of words.

Is he a thief VSO arrangement of words? The different types of arrangement are called structures. In fact, we can say that the structures are the tools of languages. Each language it has its own tools, its own pattern of structures.

MEANING OF STRUCTURAL APPROACH:

Approaching English the basis of selected structures is called structural approach.

It is called structural approach because the main emphasis is laid on the mastery of structures or pattern of sentences and phrases and also on the special features on the language which helps in the construction of a sentence such as word order, structural words and a few inflexions in English.

In this approach, the use of mother tongue is allowed at the initial stage and that too explaining a situation when some sentences pattern is to be practised. The learners are given drill of the structures till they are able to use them automatically without straining their minds.



DEFINITIONS:

According to Brewster, "Structural approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangement."

According to Bhandari, "The structural approach to English is teaching the learner certain selected structures in a certain order."

OBJECTIVES OF STRUCTURAL APPROACH:

According to Menon and Patel the objectives of structural approach are:

- To lay the foundation of English by establishing through drill and repetition about 275 graded structures.
- To enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.
- To correlate the teaching of grammar and composition with the reading lessons.
- To teach the four fundamental skills namely understanding, speaking, reading and writing in the order named.
- To lay proper emphasis on the aural-oral approach, active method and the condemnation of formal grammar for its own sake.

PRINCIPLES OF STRUCTURAL APPROACH:

The structural approach is based on some principles which are explained hereunder:



- **THE PRINCIPLE OF ORAL WORK:**

In the learning of a language, speech is more important than reading and writing, the reason being that language is learnt orally first. Then speech becomes the basis for acquiring other skills like reading and writing. In this approach speech is given more importance.

- **FORMATION OF LANGUAGE HABITS:**

Here a lot of drill work is given to the learners. The students are given a lot of practice in listening, speaking, reading and writing. Thus the structures are well fixed up in the minds of the learners.

- **PUPILS' ACTIVITY:**

For learning of the language, the students are expected to be very active. In structural approach, pupils' activity is given more importance as compared to teacher's activity. Moreover the best teaching takes place if both the teacher and students are actively involved in it.

(4) MASTERY OF STRUCTURES:

In structural approach, emphasis is laid on the mastery of structures as compared to the acquisition of vocabulary. One structure is taken up as the teaching point. Its listening, speaking, reading and writing practice is given to the learners step by step. The more the aural-oral practice is given to the learners; the better would be the result. Actually aural-oral work forms the basis of effective learning of the language material. Emphasis therefore, need be laid on all the four skills. It will ensure



mastery of structures. And mastery of structures results in effective learning of the language.

For example, use of "TO HAVE" as structure in a substitution table:

I WE YOU THEY THE BOYS THE GIRLS	HAVE	TWO FOUR SOME	PENS BOOKS APPLES FLOWERS
---	------	---------------------	------------------------------------

(5) TEACHING OF STRUCTURES THROUGH SITUATIONS:

In structural approach the teacher is expected to create meaningful situation that makes the teacher's work interesting. Moreover, the students are able to learn the structures very well. The different types of meaningful situation can be created by facial expressions, by dramatization and by actions. In fact, the resourceful teacher faces no difficulty in creating meaningful situations.

(6) TEACHING ONE ITEM OF LANGUAGE AT A TIME:

In structural approach, only one item is taken up at a time and taught to the students in this way, the students are able to grasp it well. A new structure is taught by using the vocabulary already learnt by the



students. The second structure is introduced when the learner acquires mastery over the first structure.

(7) PRINCIPLES OF SELECTION AND GRADATION OF STRUCTURES:
Students age, capacity, class, time allows, teachers ability etc, are factors to divide the selection of structures.

[1] simple structures should be started in the starting complicated can be taken in next and following stages:

E.g., I have read the novel.

I have read the novel.

Thus, present perfect and past perfect sentence structures can be taken one after the other.

[2] Useful structures must be selected to be there in the first few lessons.

E.g., what is your name? How do you do? Where do you go? etc., can be taught in simple conversation. Our aim is to provide only a working knowledge of English, so we can choose useful structures.

[3] Easy to express and explain should be guiding principle. If we draw a picture of a bird and say "i am drawing a bird", it would be easy to follow. It can be expressed or explained also very easily.

But if i say, 'i am honest' or 'i am royal', both these words honest and loyal would be difficult to grasp by the students as honesty and royalty both are difficult to explain and understand these being abstract ideas.



[4] connective links should be selected first. If we say “i eat a mango” it can be followed by ‘you eat’, ‘we eat’, ‘they eat’ etc. But ‘i teach’ cannot have more connective links in a class, as others do not teach. This is to be kept in mind.

CHARACTERISTICS OF THE STRUCTURAL APPROACH:

- § New material is presented in dialogue form.
- § There is dependence on miming memorization of set phrases and over learning.
- § Structures are sequenced by means of contrastive analysis and taught one at a time.
- § Structural patterns are taught using repetitive drills.
- § There is little or no grammatical explanation. Grammar is taught inductively.
- § Vocabulary is strictly limited and learner in content.
- § There is much use of tapes and language laboratories and visual aids.
- § Great importance is attached to pronunciation.
- § Very little of the mother tongue is permitted.
- § Successful responses are immediately reinforced.
- § There is a great effort to get students to produce error free utterances.
- § There is a tendency to manipulate language and disregard content.
- § Language skills are taught in order.

HOW TO LEARN STRUCTURES?

Structures can be taught through several ways, they are:

- (1) Structures can be taught through situations. The situation can



be eight verbal or non-verbal. Verbal situation through which a learner speaks on something familiar events.

e.g., description of the movements of a pet animal

Cricket commentary.

Non-verbal situations could be on activities set on pictures, diagram or models. Learner is asked to use certain structures which appear in an English lesson through the interpretation or pictures or sequence of pictures.

- (2) Structures can be taught through gestures and actions.
- (3) Structures can be taught through charts, table and diagrams.
- (4) The sentence patterns of English are to be picked up to practised and fixed in mind. Thus, structural approach broadly rests on the following aspects.

[a] Oral Approach: Lots of learning in the new language takes place in oral way and its practice makes this learning become perfect.

[b] Drill Method: whatever is taught in an oral approach is drilled by the teacher and the students in the class.

[c] Situational Approach: situation plays the key-role in the language learning exercise. Possible way for the fixation of the related sentences, structures and patterns in the language to be learnt the student follows them nicely.



Situations play a helpful role in the speech practice and drill vocabulary and the sentence structures thus are assimilated by a learner of language.

- (5) **EXPANSION DRILL:**
The teacher gives a model sentence. Then he gives a cue. Makes the students expand on it.
- (6) **REPETITION DRILL:**
Students are asked repeat the teacher's model.
- (7) **CHAIN DRILL:**
This refers to the chain of conversation that comes out as one by one; the students ask and answer each other's questions. The chain continues will all students taking part in this action. This drill gives the teacher an opportunity to check each student's speech.

ADVANTAGES OF STRUCTURAL APPROACH:

- § The students remain active throughout in the teaching learning process.
- § This approach helps the students to acquire fluency in their spoken English.
- § It makes the students creative learner, they are able to think a large number or sentences of similar types.
- § The students are able to understand the subject matter fully because teaching is conducted by creating meaningful situations.
- § The learners are able to remain the subject matter in



their minds for a longer time because they learn through situation.

- § Learning of the language takes place in a natural way because the students have listening and speaking first followed by reading and writing.
- § It enables the students to have good command over the language.
- § It helps the learners to have good pronunciation. Wherever a student mispronounces a word, there is immediate check by the teacher.
- § Language learning becomes a habit with the students, so the learner is able to speak or write without any stress or strain.
- § The different skills of teaching learning the language are equally emphasized. So, the students are good in all the skills i.e., listening, speaking, reading and writing.
- § Structural approach helps all the students of the class to learn the language well. Even the slow learners and the backward children are benefited.

LIMITATIONS OF STRUCTURAL APPROACH:

- § In structural approach the learners have to be given a lot of practice. This type of teaching might make the process of teaching, learning, dull and mechanical for a few learners.
- § Teaching by structural approach requires the services of really competent and hard working teachers.
- § Teaching by structural approach will be successful only, if we have structurally graded syllabus.
- § Text books are not written based on selection and gradation of structures.



◦ FUNCTIONAL APPROACH:

INTRODUCTION

When we use a language, we do some specific thing with it, for example, we may ask a question either to make an inquiry or to confirm some news, even to express surprise. In our day-today transactions, we use language to ask for help or advice, to give directions, instructions or information, to thank or to welcome someone. Thus, we use language and, thereby do something with it. Further, when we use language, we do three things:

- Say something [not read or reproduce someone else's words]
- Seek hearer's attention [there is someone listening to us]
- Expect some response [either verbal or through features and actions]

Thus, we use language with a purpose. This purpose is the reason or intention of the act of speaking. When the purpose is fulfilled, we can say that the language was used effectively. This purpose to use language is the function.

Language functions are a manner in which people use the language. In real life when we use a language, in speech or writing, we do something with the language. For example, when someone says, I like to play basketball. The speaker of the sentence is stating his/her like/choice. Language functions, thus, are the purpose for which people speak or write.



SOME EXAMPLES OF LANGUAGE FUNCTIONS:

- Making inquiries and responding to them.
- Making requests and responding to them.
- Asking for and giving permission.
- Asking for and giving directions.
- Asking for opinions, suggestions, advice and responding to them.
- Agreeing/disagreeing.
- Arguing /stating and justifying ones point of view.
- Expressing a sense of gratitude.
- Complementing, consoling encouraging people.
- Apologising/ saying sorry.
- Describing people, places, things, processes.
- Reporting an event.
- Seeking specific information/probing.
- Narrating stories and events.
- Giving instructions.
- Expressing ability.
- Introducing people.
- Offering invitations, accepting & rejecting invitations.
- Saying no politely.
- Talking about routine.
- Talking about possibilities.
- Reprimanding and asking for explanation.

In real life we always use language to carry out some or the other function. This means that the utterances we use have a meaning for us as well as for the hearer. In most cases, the utterances are longer than single sentences. Let's look at these examples:

- A. Excuse me, which bus goes to the railway station?
- B. The green one.



- A. Thank you.
Two (tickets for) Baroda, please.
Here you are 20 (rupees).
A. Sure.
Tarring tarring....
- A. Why don't you pick up the phone?
B. I'm shaving.
A. Alright.

NEED OF FUNCTIONAL ENGLISH:

Every language becomes operational or active through such functions. As Henry Widdowson says, language is what language does. That is to say that if our speech or writing fails to achieve the purpose it aims at, it is improper or incompetent use of the language. For instance, if someone makes a request for a glass of water, and does not get it. We can say that communication has failed; the way the language was used did not achieve the purpose it the language was used did not achieve the purpose it was supposed to.

You must have noticed that real life use of language is always contextual, not in terms of isolated bits. Many things are understood without being actually told. Further, language also carries the social meaning; we use such words and expressions that are suitable to the occasion. For example, we greet people differently:

Good morning, sir,

Hi.

Hello!



SHREE SYAMJI KRISHNA VARMA B.ED. COLLEGE.

RAJKOT

(Affiliated To Saurashtra University & NCTE)

Good morning.

Namaste.

We may offend a person or make him/her happy with our use of the language. Thus, is a social tool. It is not merely a series of isolated sentences, devoid of context. Use of language is a social act. Therefore more than being right or wrong, effectiveness of language use is measured in terms of appropriateness or inappropriateness of the utterances.

Since language is a tool interaction in the society, it ought to be taught in that fashion. We do not learn our first language one bit at a time. That is, we do not learn specific features of the language once and for all at any particular stage. Apart from acquiring its meaning through use along with other language items, we return to the previously acquired features and refine our understanding and use.

Language is an open ended entity. It keeps on contrasty modifying itself. It adds new words and expressions, modifies or deletes the old ones. In this sense, it is infinite. The whole language therefore cannot be taught at once. It needs to be taught in slices so a few language functions are selected to be taught at particular level. This selection is based on the communicative value of the language function at that particular stage. For instance, during the first year of English, language functions such as introducing oneself, talking about people making simple requests, describing places may be found to be more useful.

Each function can be conveyed or illustrated by different language items (grammar, styles/modes of formality). This actual pattern is called the form.



Form means shape. Form is what one sees or hears at first. Function refers to the meaning conveyed. Here is an example

Single form	multiple functions
Please, switch off the fans (ending with a rising tone)	request
please, switch off the fans (ending with a falling tone)	command/order
please, switch off the fans. (ending with a neutral tone)	Instruction/advice

Single function	multiple forms
Request	<p>please, close the door</p> <p>Close the door, will you? (interrogative pattern)</p> <p>(imperative construction)</p> <p>Will you please close the door?</p> <p>Do you mind closing the door?</p> <p>Would you mind..... (use of 'modal' auxiliary)</p> <p>do you have any objection if i ask you To close the door? (embedded question pattern)</p>

We express the same meaning or message in different ways.

Purpose or language function	Ways or making a request
Getting a glass of water making a request	<p>(1) Can I have a glass of water please? [interrogative pattern]</p> <p>(2) Will you please get me a glass of water? [interrogative pattern]</p> <p>(3) Water, please. [imperative pattern]</p> <p>(4) give me water, please. [imperative pattern]</p> <p>water</p>



[imperative pattern

In this example, the same language function of request is manifested in different grammatical forms.

Although the shades of meaning vary a bit in each of these expressions, the language remains the same. According to the relationship between the speaker and the teacher and other circumstantial factors, the speaker chooses the expression.

Language function is the way the people use the language in contexts.

In real life situations, the focus is on meaning, not on the form or pattern. This focus on meaning, message or function is the crux of the functional approach/syllabus.

Let's pause for a while and do a simple exercise. Read the following language bits and identify the language functions they convey. In some cases, it may be possible to attach more than one function to an utterance.

- Excuse me, but I am looking for Mr. Parikh, please.
- My aunt is an educated, sophisticated, yet home-loving person.
- In order to make lemon tea for people, pour two cups of water in a pan. Then, light the stove and boil the water for about a couple of minutes. Take half a lemon and.....
- But how can I allow you to go for the late night show?
- What a decor! Your room has been beautifully designed and decorated.
- What do you think I should do after B.Ed.?

Should I join a post-graduate course or take up a job?

- If I were you, I'd both.....a part-time job as well as a course.
- My grandfather gets up early at dawn. After completing the morning



ablutions, he goes for a walk. He returns home around 7 and takes a glass of milk and half a 'rotla'. Then he.....

Much of the language taught in our classrooms does not arise from any real-life situation. So it does not teach the learners the language she need in real life outside the classroom. Students are taught these bits in their English classes.

The functional syllabus focuses an actual experience of the language in contexts.

The functional syllabus focuses on the following features:

- The emphasis is on the learner's ability to use language in particular social events/activities.
- Although it aims at accuracy, its priority is for social appropriateness in the use of language.
- It identifies main types of language in sets and subjects. It further specifies how these functions may be realised in various ways through the language items.
- The sequencing or organisation of the functions is from more general and frequent to specific and less frequent ones. It is also cyclic in nature.



UNIT- 4

COMMUNICATE LANGUAGE TEACHING AND INSTRUCTIONAL MATERIAL

- CONCEPT AND PRINCIPLES OF COMMUNICATIVE LANGUAGE APPROACH
- DIFFERENCES BETWEEN TRADITIONAL APPROACH AND COMMUNICATIVE APPROACH
- GROUP METHOD TECHNIQUES IN CLT (SIMULATION, ROLEPLAY, LANGUAGE GAMES, GROUP WORK, PAIR WORK, ACTIVITIES)
- USE AND IMPORTANCE OF FOLLOWING INSTRUCTIONAL MATERIAL

(1) MATCH STICK DRAWING

(2) PICTURE

(3) CHARTS

(4) FLASH CARDS

CONCEPT AND PRINCIPLES OF COMMUNICATIVE LANGUAGE APPROACH

- INTRODUCTION

The communicative approach is the result of such activities which lays emphasis on the practical or user aspect of the language. It enables the students to communicate their ideas freely in and outside of the



classroom. This approach came into being as a result of realization that with rapid development and industrialization the Indian people have to increasing interact with the world and there was needed a method which would help bridge this gap. After all, the basic purpose of a language is to import ability to communicate one's ideas, notions, needs and feelings. The communicative approach aims at communicative competence, including linguistic competence and ability to use the language appropriately.

The communicative approach was developed and practiced in the Far East, including china and Japan. The success of this approach in those countries can be seen in the fact that these countries are economically and technologically developed, especially japans and its underlying cause could lie in its open door policy toward learning to English.

- **CONCEPT**

This communicative approach is based on the idea that the goal of learning L2 is to gain communicative competence. It is thought that learners need to have knowledge of the rules of use in order to generate language appropriately for certain situations and to have strategies to communicate effectively. The communicative approach focuses on the use of language in every day situations in other words, the functional aspects of language and less on the formal structures. Communicative approach to language or communicative language teaching (CLT) emerged in the 1970s and 1980s as the emphasis switched from the mechanical practice of language patterns associate



with the audio-lingual method to activities that engaged the learner in more meaningful and authentic language use.

As term 'communicate' means to share ideas or to convey message verbally or non-verbally. It means this approach emphasizes enhancing the communicative capabilities among learners. In English language teaching, it is understood that with the help of CLT, teachers try to enhance the communicative approach capabilities in target language. The communicative capabilities are better known as communicative competence includes following competence:

COMMUNICATIVE COMPETENCE			
Grammatical competence	Discourse competence	Strategic competence	Socio-linguistic competence

ASPECTS OF COMMUNICATIVE COMPETENCE:

communicative competence is a concept introduced by DELL HYMES. According to him the speakers of a language have to have more than grammatical competence in order to be able communicated effectively in a language.

The learners of EFL/ESL need to know that how language is used by members of a speech community (native users) to accomplish their purpose.



Generally eight aspects of communicative competence are identified. They are further grouped together in two groups of four:

LINGUISTIC ASPECTS	PRAGMATIC ASPECTS
Phonology and orthography grammar vocabulary discourse (textual)	Functions, variations, interaction skills cultural frame work

SILENT FEATURES OF COMMUNICATIVE TEACHING:

- The main features of the communicative approach are:
- Giving meaning is most important aspect.
- Dialogues are based on communicative skills.
- These are normally not to be memorized.
- Giving concepts of context are very basic.
- Language learning is learning to speak and follow.
- Effective skills in speech to be the aim of a child.
- Drilling may be used but with care and caution.
- Pronunciation should be easy to understand.
- Devices according to age and interest are welcome.
- Mother tongue is used where necessary.
- Translation also can be done, if needed and useful.
- Motivating learners is the main job of teachers.
- It is trial and error that makes good language.
- Fluent correct language is the first aim.
- Learners have to interact in pairs, groups, writing, etc.
- Teachers cannot guess about student's language.

PRINCIPLES OF THE COMMUNICATIVE TEACHING:

The principles of communicative language teaching are as under:



- vii. One of the most characteristic features is that it pays systematic attention on function as well as structural aspect of language.
- viii. It is also based on behaviouristic theory of psychology but the advocates the cognitive theory of psychology in learning a language.
- ix. It is not only in favour of structural teaching, but the approach of English language teaching should be shifted from pattern practice to group work and pair work.
- x. English language learning should proceed from linguistic syntax to semantics to socio-linguistics
- xi. It suggests providing maximum chances to the learners in order to take part in meaningful communicative interaction.
- xii. Pupil's mistakes/errors may be tolerated during the process of learning and they are not to be discouraged.
- xiii. There should be meaning based teaching and meaning should find paramount place in communicative language teaching.
- xiv. It tries to develop interpretative abilities in the learners.
- xv. Pupil's insight and perception should be developed during learning.
- xvi. It considers communicative needs of the learners and therefore class-room activities are based on communicative activities like information gap, choice feed back etc.
- xvii. It develops the basic language skills (LSRW) in an integrated way and favours the abolition four basic skills.
- xviii. It believes in pupil's catered approach pupil in foreground and teacher in background. Pupil's autonomy in learning is to be encouraged.
- xix. The teachers' role is to be limited as initiator, facilitator,



- guided and co-communicator/ co-participant.
- xx. Pair group work activities should be given priority at all levels of learning.
- xxi. The central feature of CLT is to put the learner in situations in order to adjust.
- xxii. This approach puts emphasis on need of analysis and planning to prepare communicative curricular and syllabus.
- xxiii. It lays less stress on semantic.
- xxiv. It gives emphases on the semantic objectives of the language which means the meaning of language in actual life situation and contexts.
- XXV. It puts emphasis on the concepts of how language is used and what is functional utility of language.

ADVANTAGES OF COMMUNICATIVE LANGUAGE TEACHING:

- It helps to develop speech capability of pupils.
- It lays emphasis on different ways of expression.
- It is based on practical usability of the language in real life situation.
- It emphasis on the need of the functional value of language.
- It enables and capacitates the students to communicate and understand ideas, feelings, requirements within four walls of classroom and outside of it.
- This approach is practical in nature because it puts emphasis on the use of language in different situation.



- The situation or content is the source of imitation communicative process.so, it is as per the latest theories of languages learning.
- This approach expresses certain formals for basic conversations which can be learnt very effectively.

DISADVANTAGES OF COMMUNICATIVE LANGUAGE

TEACHING:

- This approach ignores grammar and structures.
- It is not properly and scientifically developed as yet.
- There is a new approach and it is to be used and tested in our school for language teaching.
- Practical utility of the approach is yet to be confirmed.
- Trained teachers are not available in this approach to teach English language.

3.2 DIFFERENCE BETWEEN TRADITIONAL APPROACH AND COMMUNICATIVE APPROACH:

TRADITIONAL APPROACH	COMMUNICATIVE APPROACH
<ul style="list-style-type: none">• Attends to structure more than meaning	<ul style="list-style-type: none">• Meaning is given prominent place.



<ul style="list-style-type: none">• It demands memorization and oral practice of structural items, dialogues etc.	<ul style="list-style-type: none">• Dialogues and conversations are used centre around.
<ul style="list-style-type: none">• It is not necessary that language must be contextualized.	<ul style="list-style-type: none">• Contextualization is a basic requirement.
<ul style="list-style-type: none">• To learn language means learning about structures, sounds or words.	<ul style="list-style-type: none">• To learn language means to learn to communicate
<ul style="list-style-type: none">• Mastery is sought	<ul style="list-style-type: none">• Effective communication is sought.
<ul style="list-style-type: none">• Repetition and drill is considered as prominent technique to learn	<ul style="list-style-type: none">• Drilling may be used but not given much importance.
<ul style="list-style-type: none">• Native pronunciation is sought	<ul style="list-style-type: none">• Only comprehensive pronunciation is sought
<ul style="list-style-type: none">• Communicative activities come after a process of drill exercises	<ul style="list-style-type: none">• Communicative activities are encouraged from very beginning
<ul style="list-style-type: none">• The use of mother tongue is forbidden	<ul style="list-style-type: none">• Judicial use of mother is accepted as and when needed
<ul style="list-style-type: none">• Translation in any way is not allowed	<ul style="list-style-type: none">• Translation is accepted when student needed or benefited from it
<ul style="list-style-type: none">• Reading and writing are developed only after getting mastery over speech	<ul style="list-style-type: none">• Reading and writing can be started from beginning if desired
<ul style="list-style-type: none">• Linguistic competence is	<ul style="list-style-type: none">• Communicative competence is



desired goal	desired goal. i.e. Ability to use the language
<ul style="list-style-type: none">• Varieties of language are recognized but not emphasized	<ul style="list-style-type: none">• Linguistic variation is a centre
<ul style="list-style-type: none">• The teacher controls the learners and prevents them from doing anything that conflict with the theory	<ul style="list-style-type: none">• The teacher is to keep the learners in anyway
<ul style="list-style-type: none">• Language is takes as habit formation and errors are to be prevented at all cost	<ul style="list-style-type: none">• Here language is created by the learners often through trial and errors
<ul style="list-style-type: none">• Pupils are expected to interest with the language	<ul style="list-style-type: none">• They are interested with the other people through pair/group work

GROUP METHOD TECHNIQUES IN CLT

(SIMULATIONAL, ROLE PLAY, LANGUAGE GAMES, GROUP WORK, PAIR WORK, AVTIVITIES)

- INTRODUCTION

In 1968 Cruickshank developed a system denoted by several term such as role-playing, artificial teaching, pilot training, laboratory method, clinical method and inductive scientific method. This was simulated teaching. It is one of the techniques being used currently in India as well as in order countries for the modification of teacher behaviour. Thus classroom roles are simulated under this approach. Behavioural problems and classroom managements are better handled through simulated teaching.



- DEFINITION OF SIMULATION:

“To simulate is to obtain the essence of without the reality.”

- Thomas and Deemer

“Simulation is an all-inclusive term. It contains those activities which produce artificial environment or which provide artificial experience for the participants in the activities.”

- Tansey

To sum up, simulation may best be defined as a role-playing in which the process of teaching is enacted artificially and an effort is made to practise some important skill of communication through it. Under this technique the pupil-teacher and the students simulate a particular role and try to develop an identity with the actual classroom environment. Thus the whole simulated reaching programme becomes a training in role perception and role-playing. Simulation is the basis of sensitivity training socio-drama, role-playing and psycho-drama.

- PARAMETERS OF SIMULATION:

Prof. Tansey has given us the following three parameters of simulation:

STYLIZED SIMULATIONAL

(Weather maps, writing diagram)



(1) STYLIZED SIMULATION:

In the above mentioned diagram, the upper apex of the triangle is concerned with stylized kinds of simulation. These are probably the most widely used and have been since man communicated by means of written characters. Degree of participation is represented in stylized simulations. The examples of stylized simulation are road maps, weather maps, games etc. Without containing any of the physical ingredients of these things. They simulated real things or real situations. They are functional without being representational. There is nothing that is dynamic about such simulations.

11. GAMES:

In the above diagram, the lower, right hand apex of the triangle represents games. They are marked by degree of competition. They are governed to some extent by rules which may be modified or even changed radically. Frequently simulations has but in competitive element. Occasionally academic gaming and simulation are used synonymously. Simulation approaches gaming at one end of continuum. The games that are represented at this apex have rigid, formal rules and which are non-representational, such as cards-games and chess.

• **FREE DRAMA:**

Finally, the apex of the triangle represents free drama. In free drama the degree of structure there is a large element of drama. Both have in common the large element of involvement that they create in those who take part in them. For such purposes as moral education, free



drama is the kind of simulation that might well be used in the classroom. This kind of simulation does not try to touch facts, on the other hand, it focuses attention upon attitudes.

- **ROLE-PLAYING**

The simplest to the activities included in the all embracing term simulation to role-playing. Essentially it is one of either of two following types of activities:

Act of being someone else.

Act of acquiring experience in a set of acquire or to increase his competence.

In role-playing the role assumed is one in which the actor portrays either a fictitious role or an actual role, but perform that role in an artificial environment. The use of role-playing is in enabling the participant to acquire understanding of a situation or of relationship among real life participant of a social process. Alternatively, the role-playing may be used to assist the participants to gain some perception of the action, attitudes or situations of another person. The role played by the participant may be one in which the actor desires to acquire competence. Alternatively, it may be one familiarity, but desires to improve his level of competence.

In English teaching the teacher motivates learners to participate in activity and also assigns the roles to be played. She is to narrate the situation in which entire situation takes place. The teacher is to ensure



that the role-play will help them understanding the situation and in which the language to be used.

This is the stage that is enjoyed by performers and viewers. They are acquiring the skills of using language presented and assimilating message. This is a role-play and learners sit around.

The teacher gives them feedback. In this activity also there is nothing incorrect. She must tell them what was good and how they can make use of language more effectively while communicating with others.

- **LANGUAGE GAMES:**

A game in an activity carried out by co-operating decision makers, seeking to achieve within a set of rule, their objectives.

Language games are a useful supplement to classroom teaching and may be played in intervals of a lesson is progress. They remove boredom and ensure active student participation and thus help in language learning.

Games can be used successfully in language teaching but a number of factors affect the degree of success.

- Listen and act
some physical activity is given here. Assume these postures or movements.

[a] stand up, sit down, run, stop, skip, jump, walk, etc.



The teacher must demonstrate these movements himself; if possible some musical rhymes will very much help the movements. young children will enjoy moving to music. pupils learn the language through games.

They can also learn language by singing, dancing, painting, reading, making toys, cutting paper, language pictures etc. This may also be called the situational use of language.

- **Alphabet Cards:**

Children may be asked to prepare alphabet cards. After there are ready, there may be minded up. Then the children can be asked to make their own names, out of there cards. After the names, the teacher may ask them to arrange the cards forming a few words.

e.g., place, fruit, birds, food, persons etc.

- (8) **Address Cards:**

Every learner should make his/her address card. Address cards of the school, railway station, market, temple, post office etc. Can also be made. Then they are asked to mix them up. After mixing, find out your address card etc.

- Name Cards:**

Let every child make a name card each collect all of them. Now ask them to pick out the names of their friends from the bunch. This activity will encourage reading and fixation of alphabets in their minds.

B. In the same way, activities like labelling, map making flash cards, pictures and labels [matching] preparing folders, charts, maps can



also be tried in the class to be taken up by either the individual learners or their groups. There are some language games or activities.

C. Secret Messages:

In this game, the teacher gives numbers to each of the letters of the alphabet then he gives a message in numbers the space between the two words is marked by the word zero.

Let's consider the message.

Come here for example.

The teacher will say 3 15 13 5 zero 8 5 18 5.

the students listen to the teacher and translate his message into words.

C. Building a word:

Letters e,g,l,n,h,m,b,s,r,t, are put up the board together with perhaps the groups -oat,-one. How many words can each term form in a given time?

B. Last – First:

A word is given by one child, the next has to game another word that starts. With the last letter of the previous one.

WORD GAMES:

Palindromes: are words or sentences which are read the same, forwards and backwards both. Supply one word palindromes for the following clues.[the number of letters in the answers in given in brackets.]



The first one has been done

[a] feat or exploit [4] Deed

[b] Mid-day [4] _____

[c] Holy women [3] _____

[d] Not sloping [5] _____

[e] heroic tales [5] _____

[f] Look or peer [4] _____

[g] Rulers of Iran [5] _____

[h] Name of girl [5] _____

[1] Formal way of
Addressing a lady [5] _____

[2] Principle on

Which a theory or
Belief is based [5] _____

ANSWERS:

- [a] Deed [b] Noon [c] Nun [d] Level [e] Sages [f] Peep
[g] Shahs [h] Hannah [i] Madam
[j] Tenet



SOLUTIONS TO THE FOLLOWING END WITH-AGE.WHAT ARE THEY?
THE NAME OF THE GAME IS FOR ALL AGES.

[a] used for wounds _____

[b] a proverb _____

[c] Distance covered _____

[d] A vehicle _____

[e] Captivity _____

[f] Fee on letters _____

[g] Optical illusion _____

[h] Goods _____

[i] A wise man _____

[j] A card game _____

ANSWERS:

[a] Bandage [b] Adage [c] Mileage [d] Carriage [e] Bondage

[f] Postage [g] Mirage [h] Luggage [i] Sage [j] Cribbage

TRY TO TURN THE TABLES! TRY THESE TEASER! SOLUTION TO ALL
THESE ENDS WITH 'TABLE'

[1] a table that is good to eat _____



- [2] a table easily annoyed _____
- [3] a table that will bring good results _____
- [4] a table that is useful _____
- [5] a table that one cannot avoid _____
- [6] a table that is pleasant to the taste _____
- [7] a table that will suit any purpose _____
- [8] a table that is likely to stay in one mind for ever _____
- [9] a table one cannot copy _____
- [10] a table that gives relaxation and ease _____

ANSWERS:

- [a] vegetable [b] irritable [c] profitable [d] suitable [e] invertible
[f] palatable [g] adaptable [h] unforgettable [i] inimitable
[j] comfortable

GROUP WORK PAIR WORK:

Any question, problem or point if discussed from the various angles, observed from various angles and analysed from various, it is known as discussion and if the pupils discusses with one or more than one pupil it is known as group discussion.

Group discussion helps to solve the question or any problem or topic co-operable together in group.



In this method, discussion is the main element. In this method, while teaching the teacher presents the topic and discussed on some points while other problem areas he distributes to the pupils in groups. While dividing the group the teacher pays attention that group is based on the principle of equality. In every group one leader is selected. The leader possesses some extra talent in comparison to the other pupils in the group. The group leader should provide an appropriate guidance to the other individuals' knowledge and not to citizen one another.

At the end of the discussion, the clear ground is built of the topic or point discussed.

The reporter prepares the summary of the total discussion held.

Thus, group discussion prepares the pupils for the self learning, it helps in building up the confidence of the pupils, it enables the pupils to combine the different ideas and think on them. It helps in developing the skill of leadership, it also enables the pupils to work co-operosely and use the talent of one another and grow in knowledge. But the teacher has to play important role, he has to create an atmosphere for it and he should also help the pupils to develop the element of co-operation and co-ordination rather that of criticizing one another. Whether it is of office or house, teaching or research, play or planning, all require team spirit for better outcome and performance. Thus, teamwork is an integral part of human life and this quality is developed through group discussion and working in the pair.

NATURE OF THE GROUP WORK, PAIR WORK:



- B. Group discussion is the exchange of ideas, problem or answer of any question among the groups.
- C. The passing on the information from one individual or many individuals to another individual or many individuals and the adding on the information either in the forms of the topic or against the topic by another group is the base of group discussion.
- D. By the means of either arguments or questions the group discussion takes place.
- E. The teacher decides the topic for the group discussion, organizes the group discussion, create, gives the necessary guidance and by the observation do the evaluation of their work (task).
- F. Pupils under the leadership of one of the pupils do openly analysis of the points.
- G. The teacher builds the background for group discussion on the given point or topic provides necessary information to the individuals creates awareness in the group through questionnaire and holds the central point of the discussion.
- H. Group discussion inspires the individual for team work, it is to enhance the knowledge and not to criticize completing the syllabus it becomes boring and over burden.
- I. If the assignment is activity oriented and assigned in group, then some pupils are in groups are active while some are inactive.
- J. In some schools, we don't have well equipped library. Their we face the problem of reference material and in such schools assignment is only given text book related.
- K. Till today in our schools we don't have the system of assigning assignment systematic way by the co-ordination of all the subject-teachers. The sufferers are the subjects homework is given and the result is the pupils simply copy the things from help book(digest) available in the market.



ACTIVITIES:

Language is a social activity:

It takes place, in the society; its use involves more than one person. It is a tool for communication which, in turn, is a shared activity. It has a purpose that is acceptable to the particular society at large. Hence, whether a speaker is fluent or not can be judged in the basis of how she is perceived by the society in which the person operates, although speed flow, accuracy in pronunciation and syntax, even lexicon, are important, what is even more important is the appropriateness of the utterance.

HELPING LEARNERS BECOME FLUENT:

fluency is not a specific point or state, but a continuum in terms of one's linguistic competence. Hence, enabling learners to become fluent speakers implies developing materials pitched at the level where the learners are, creating opportunities for them to use the language in life-like situations and providing them with rich exposure to language in use. Initially, the activities and tasks may control the quantity and nature of the language bits produced. Help rendered by the teacher may be in terms of providing such materials and contexts wherein the fluency and nature of errors committed by the learners can be reduced to a great deal. For example, if drills, rhymes, songs, poems for recitation, passages for reading aloud are selected and given to learners for practice in a meticulous manner, the novice, or the confidence that they are at least able to reproduce English sounds at a stretch in an



intelligible manner. However, this is not communication or language use, in the real sense of the term. Again, the confidence generated through such ready-made, teacher-fabricated materials, is only false or pseudo, or rather 'baby' confidence. Nevertheless, through such mechanical, yet experiential exposure to the language, the learners can develop a familiarity with the phonological systems as well as the syntax. This has some relevance in the context of learning to teach a second language wherein natural exposure to the language at the initial stage is absent for the learners. Already have acquired their mother tongue. Gradually the teachers may learn to depend less on ready-made, teacher-given language, substituting and/or adding some language bits on their own to suit the context. Further, more challenges can be added to the tasks weaning the learners away from teacher-dependence, finally, enabling them to emerge as fluent, independent and effective speakers.

In the final analysis, the aim of any course is to help learners becomes independent users of the language.

Here is a list of activities and tasks. Discuss them in small groups.

Decide where you would like to place each one of them on a scale of continuum. Is it possible to place them in rigid boxes, or watertight compartments? Why?which of these are recognition, reproduction and expression tasks?

- Listen & draw/do/describe
- jig-saw-listening
- strip-story



- debate, elocution, short talks
- mock interviews/mock court
- street plays
- reading aloud of plays
- look & say/interpret/describe
- reading aloud of stories
- cue-cards, dialogue-completion
- simulation

C. USE AND IMPORTANCE OF FOLLOWING INSTRUCTIONAL MATERIAL:

- MATCH STICK DRAWING:

The teacher can prepare match – stick drawing or diagram in the classroom as when necessary. This teaching aid can help the teacher in making the subject clear and teaching in an interesting manner. This aid the the teacher can use only when he developed the skill of match-sick drawing diagrams on the black-board. The teacher with this skill has not to depend upon pictures or objects or toys or models or charts.

The teacher having this skill can also do good black-board work and can present teaching points in a very attractive manner. He can also help pupils to understand and also to remember different language points through diagrams.

Wall-papers with words which are difficult to be spelt can be kept on the walls of the classroom for the pupils to refer to when they do any type of written work may be answering questions, or writing compositions.



The teacher can also display different story-pictures or even different situations appropriate for different structures through wall-papers.

- **PICTURES:**

Pictures are machine visual aids. They can be used interestingly to teach school going children. Pictures are available in different sizes.

There are pictures for teaching alphabets meaningfully to the small children who are beginners for learning English.

There is a Chinese proverb that one picture is equal to 50,000 words and we can understand its true importance with that saying.

A poem on the Taj would be best taught by showing a picture of the monument. The lesson thus would be taught better.

The lives of people in other lands, their customs culture, festivals, flora and fauna can only be shown in pictures. In picture compositions the whole world is available in the classroom, which an English teacher can bring before his students.

A teacher of English should have his own collection of pictures and other similar visual aids used at times of need in his teaching of English classes.

Pictures can be used for developing the imagination of the students.

- (3) **CHARTS:**



Charts are very useful in the process of teaching-learning. A teacher of English can use charts to serve much useful purpose. He can make his teaching interesting and more meaningful.

In the teaching of English, charts can be used for the following different purposes.

- The teacher can write a poem or a stanza of a poem on a chart. That chart may be displayed in the classroom. The teacher can use that chart for teaching that poem to the class when the students do not have their text-books with them.
- The ideas contained in the poem may be depicted on a chart. By showing the chart, the teacher is able to teach the poem easily to the students.
- Charts can be used for teaching the meaning of difficult words contained in the prose and poem. For this purpose, the difficult words and their meanings are written on a chart.
- A chart can also be used for teaching paragraph writing or a short composition.
- An outline of a story may be written on a chart and the chart is hung in the classroom. The students can be asked to develop the complete story by consulting that chart.

(4) FLASH CARDS:

Flash cards are useful type of visual aids. A teacher can use them for teaching English effectively.

Flash cards are pieces of card board on which something is written or drawn. Thus, we can have letter flash cards, word flash cards, sentence



flash cards, picture flash cards etc. These cards can be flashed to the students any time the teacher likes.

They can be shown for any duration of time.

They can be displayed well by using a flannel board.

Flash cards can be used for improving the handwriting of the children. We can write something beautifully on a flash card and that can be shown to those students who have poor handwriting. They can also be used for the improvement of pronunciation. For this purpose, the pronunciation of word in mother tongue script can be written and shown to those students who mispronounce that word.

Spellings can also be taught using the flash cards. For this purpose, spellings of words which are commonly miss-spelt by the students are written on the flash cards and shown to the students.

A flash card bearing a word or sentence may be shown to a group or to some individual students. The learners try to recognise whatever is written there [word recognition].